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A COMPARISON OF TWO METHODS OF READING SUPERVISION. REPORT.

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DESCRIPTORS- *INSERVICE EDUCATION, *READING CONSULTANTS, *GRADE 1, BEGINNING TEACHERS, *READING PROGRAMS, INSERVICE PROGRAMS, TEACHER WORKSHOPS, ELEMENTARY SCHOOL TEACHERS, READING ACHIEVEMENT, TEACHER DEVELOPED MATERIALS, WALLINGFORD, CONNECTICUT PUBLIC SCHOOLS,

AN EXPERIMENTAL GROUP OF 18 FIRST-GRADE TEACHERS FROM FIVE SCHOOLS WAS RELEASED 1/2 DAY TWICE EACH MONTH FOR A SERIES OF DISCUSSION MEETINGS WITH THE READING CONSULTANT. A CONTROL GROUP OF 17 FIRST-GRADE TEACHERS FROM THE OTHER FIVE SCHOOLS IN THE SAME DISTRICT WAS EXPOSED TO THE TYPICAL CONSULTANT SITUATION -- HELP GIVEN AT THE REQUEST OF THE TEACHER OR PRINCIPAL. THE TWO GROUPS WERE BALANCED FOR TEACHER EXPERIENCE. FIFTEEN 2-HOUR MEETINGS WERE HELD FOR THE EXPERIMENTAL GROUP DURING WHICH GUEST SPEAKERS OFFERED SUGGESTIONS, SHARED METHODS AND MATERIALS, AND CONSTRUCTED TEACHING AIDS. THE READING ACHIEVEMENT SCORES OF THE CHILDREN IN THE CLASSES TAUGHT BY THE TWO GROUPS WERE COMPARED AT THE END OF THE EXPERIMENTAL PERIOD. SIGNIFICANT DIFFERENCES AT THE .05 LEVEL FAVORING THE CONTROL GROUP WERE FOUND ON THE PARAGRAPH MEANING AND THE VOCABULARY TESTS OF THE STANFORD ACHIEVEMENT TEST, PRIMARY BATTERY AND ON THE WORD RECOGNITION TEST OF THE GATES PRIMARY TEST. APPENDICES AND A BIBLIOGRAPHY ARE GIVEN. (RJ)

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READING SUPERVISION

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Cooperative Research Project Number 2706

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University of Hartford

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INTRODUCTION:

The teaching of reading is under considerable attack. Much of the attack seems to be directed at the method or methods being employed to teach, yet evidence abounds that under good teaching children do succeed in learning to read.

The project director had evidence that the mean difference in reading achievement from one first grade group to another in the same school system varied as much as two full years though the same materials were used, information on various types of enrichment opportunities was provided uniformly, and consultant help was offered to all teachers.

The project director believes that if both groups of children start with the same degree of readiness then any difference in achievement must lie with the ways in which the teacher uses the facilities she has available.

Although teacher personality is a variable that cannot be controlled it seems reasonable that interested teachers can profit from interaction with each other. A practice used successfully by one teacher may be quite useful to another. The reassurance that other teachers face similar problems may be a source of courage to a discouraged teacher.

PROBLEM:

The evidence of differences in achievement and the factor of teacher personality led to the investigation of this study which is 1 of 27. In school systems where there is a reading consultant, help in the proper use of materials may come from the consultant, but the role of the consultant in American education is not clearly defined, and we have moved from the supervisor period to a period of the consultant's being a "helpful friend." Meetings, suggestions, and availability seem to encompass the consultant's role. The individual teacher in many schools is free to accept or reject the consultant's help as she wishes. Therefore a plan was devised by which an exchange of ideas and a discussion of problems facing all teachers, especially the inexperienced could take place.

This study sought to contrast the typical consultant role of a "helpful friend" with a consultant role designed to foster teacher interaction. The consultant brought together teachers with the common problem of first grade reading instruction to share methods, procedures, problems, materials, and ideas. It was hoped that this interaction would result in more knowledgeable and more skilled teachers as evidenced by the greater achievement of their pupils.

Another variable was considered in the problem. A great deal has been written about the "Hawthorne effect" and

its effect on educational research. The increased enthusiasm of subjects participating in a research effort has been considered responsible for generally better achievement on the part of an experimental group. In this study the "Hawthorne effect" was, in effect, a part of the design. It was expected that the interaction of teachers would result in an enthusiam for the job of first grade reading instruction which would result in increased effectiveness.

The study also attempted to provide some guidance in answer to the ever present question, "How many reading consultants must a school system have"? If a consultant can serve 18 teachers at a time in a limited number of sessions, and the results are good, then her effectiveness can be increased far beyond that possible when she works primarily on a one-to-one basis. The cost to the school system for released time can be weighed favorably against the cost of more consultants.

OBJECTIVES:

The objective of this study was to improve first grade reading achievement by improving the effectiveness of first grade reading teachers.

The basic question asked was:

> Do teachers become more effective as teachers of reading when provision is made for them to interact in a group situation together with a consultant frequently than when they utilize that consultant in a one-to-one situation but only rarely?

Additional questions asked were:

1. Is there a difference in the two teacher groups in the extent to which they individualize instruction?
2. Is there a difference in the two teacher groups in the amount of time spent in the basal reading texts?
3. Is there a difference in the two teacher groups in the number of pupil changes from group to group for reading instruction?
4. Is there a difference in the two teacher groups in the amount of time spent in materials other than the basal reading texts?
5. Is there a difference in the two teacher groups in the degree of confidence in their ability to teach reading claimed by individual teachers?

RELATED RESEARCH

Research has shown that certain practices are effective but that individual teachers often need to be encouraged in the use of successful practices. The following findings were used as a basis for the planning of the work with the teachers.

1. Reading

   a. Olson found that "apparently a child must have a knowledge of letter names and sounds before he could master 75 words." (9)

   b. Gavel's study showed that "elimination of needless practice for certain pupils in September produced an unusual number of pupils reading at third grade level in June." (5)

   c. Maggart found that results obtained by the Science Research Associates Primary Mental Abilities Tests are closely allied to reading success. (8)

   d. Walker in one study, Perry in another, report that "no one method is sufficiant to teach all pupils." "Children learn in different ways." (12) (10)

   e. Batty's study had the following findings: "Team learning appeared to be more effective than working alone." (1)

   f. The use of an independent reading circle was found by Blackett to have an advantage over the classes where the teacher planned to be present at all oral reading. (3)

g. As long as the practice fitted the child's need, Collins found that there was no appreciable difference in the effectiveness of commercial materials over teacher-made materials. (4)

2. Supervision:

a. Bovard found that individuals changed their perception to accord with the judgment of the group much more in situations in which the group thought together than in situations where the leader dominated the group. (4S)

b. "Beginning teachers thought the assistance provided for them was not sufficient" was reported by Bradfield. (5S)

c. In a study by Levine and Butler, comparing the lecture with the group method, it was found that members of the group involved in discussion changed their procedures. The lecture group gained information but did not change the work habits of its members. (9S)

d. Leavitt found that the group in which all persons had access to all information was most productive. (8S)

e. Thibaut found that if the supervisor is concerned with increasing commitment of group members to the purpose and plans of the group he must plan to bring the least accepted members into the group. (12S)

PROCEDURES:

The total first grade population of 35 classrooms under a like number of teachers of the 10 elementary schools in the Wallingford Public Schools was utilized in an attempt to discover the relative effectiveness of two methods of providing consultant help to the teachers. All the first grade teachers of five of the ten school buildings were exposed to the typical consultant situation in which guidance and help were provided to the teachers by the consultant by: a single meeting preliminary to the school year for new teachers, a statement of teaching objectives, an explanation of the materials provided by the schools, and the offer of consultant help at the request of the teacher or principal. This method is hereafter called the Control Group.

The first grade teachers of the other five schools received the same preliminary instruction but were released from their schoolrooms for one-half day twice a month for a series of meetings with the other first grade teachers in their group, and the consultant. This group is hereafter called the Experimental Group. At the meetings teachers were asked to bring and comment upon methods and materials which they had found useful. Time was allowed to bring up instructional problems upon which other teachers in the group commented. The sessions were largely sharing sessions and the energies of the consultant were directed toward improving the sharing. There

were material and supplies for duplicating and/or making successful or promising ideas suggested by one or another of the teachers, so that all participating could develop materials in sufficient quantity for classroom use.

In order that materials alone did not make the difference, the materials developed in the Experimental group were made available to the Method I group as a normal consultant function.

The same basal reader series and the same classroom materials were supplied by the Board of Education to all first grade teachers. Thus there was no difference in the materials of instruction normally supplied. However, in one new school in the Control Group the principal requested an opportunity to try out a new basal series with a strong phonetic program in two of his four first grades. Permission was granted since the purpose of this study was not to compare basal systems but consultant service. Participation in the Control or the Experimental group was based on:

Principal and teacher preference

Year of experience of teachers

To determine the two groups the following procedure was used. Two meetings were held with the principals of the ten elementary schools. The plan for the procedure of the study was outlined. The need to balance teacher experience was discussed. In order to balance teacher experience as

simply as possible it was decided to use 5 as the top number to count for years of experience since the principals felt that 5 years gave ample time for developing teaching skills.

The principals polled their teachers and informed the project director of teacher preference. The project director then made the necessary adjustments for balance of teacher experience.

The results of the teacher polls showed the teachers of 5 of the schools indicating an interest in participating in the Experimental Group. By September with the opening of a new school it was possible to balance an Experimental Group teacher population of 18 teachers in 5 schools with a Control Group population of 17 teachers in 5 schools.

Arrangements for released time for teachers meant the use of substitutes. Twenty-two substitutes, 18 regular, 4 alternates, were selected all of whom were either former teachers and/or college graduates. An orientation meeting similar to the one for new teachers was held. At this time all substitutes were requested to spend at least 1/2 day visiting the classrooms to which they had been assigned before they were left with the class.

At a meeting held with the elementary principals in the Experimental Group the principals were asked to help select the particular substitutes who would serve in their school from a list prepared by the project director.

Substitutes were asked to be regular in attendance and in the event of a necessary absence to call the project director and the school principal as early as possible in order that their alternate might be alerted and the school made aware of the change.

In November a second meeting was held with the substitutes to discuss problems of procedure and discipline. Experienced teachers in the group and the project director offered suggestions for managing classrooms and for keeping control.

The next step was to collect the preliminary pupil data. The data collected was in keeping with the recommendations of the Cooperative Research Group and included the following tests:

Pintner Cunningham General Abilities Test (Primary)

Murphy Durrell Readiness Test

Thurstone Spatial Relations Test

Thurstone Identical Forms Test

Metropolitan Readiness Test

In accordance with the recommendation of the Cooperative Research Group these tests were administered the week before the study commenced: graduate students under the direction of Dr. Leonard Joll of the University of Hartford were present in the room during the testing periods; the tests were administered on a prearranged schedule on September 22, 23, 24, 29, and 30 and October 1: no testing was done on a

Monday or Friday. The tests were corrected and scored by the University of Hartford students, and returned to the project director and the teachers. The scores on all tests were recorded on the pupil data cards for statistical analysis.

In accordance with the recommendations of the Cooperative Research Group the following teacher data was collected for use by the Cooperative Project:

Degrees obtained

Married, widowed, or divorced

Age

Number of Children

Type of teaching certificate held

Additional data collected for the Wallingford study:

Number of years experience in teaching

Number of years teaching first grade in Wallingford

The information obtained was recorded on the pupil data cards.

A Pupil Service Inventory was designed by the project director and completed by teachers in both Method I and Method II for one day a month eight times during the 140 days of the study. The inventory required the teachers to answer the following questions:

a. How many groups are your children divided into for reading instructions?

b. How much time did you spend today instructing each group?

c. Which pupils are in each group? Designate your groups from high to low.

d. What other direct reading instruction did you give today?

Information obtained from the Pupil Service Inventories was tabulated and recorded on the pupil data cards.

The final tests, Gates Primary Reading Test and Stanford Achievement Test, were administered by the teachers in both the Control and the Experimental groups on a pre-arranged schedule on the dates of May 11, 12, 13, and 16, one week after the close of the 140th day of the study. There was no testing on a Monday or a Friday. Substitutes who had been working with the children all year in the Experimental Group were present in the various rooms as the testing progressed.

The tests were corrected by teachers in the Experimental Group on released time. Care was taken that no teacher corrected her own tests.

A random sample of 99 children were tested by the project director on the Gilmore Oral Reading Test, the Karlsen Phonetic Word Test, the Gates Word Pronunciation Test and the Fry Phonetically Regular Words Oral Reading Test. The scores were tabulated and recorded on the pupil data cards. These will not be reported on further since they are not a part of the Wallingford study.

Meeting Procedure with the Experimental Group

It should be noted that the study was planned to have started early in September but in keeping with the Cooperative Research Testing program and the 140 days time limit set by the Cooperative Research group the first meeting of the Experimental Group was delayed until October 6.

Fifteen meetings were held from October 6, 1964 through May 18, 1965 from 1:00 to 3:00 P.M. at a school which had the advantage of a library with an adjoining workroom, both of which were freed by the principal of the school for the use of the group.

The time schedule for the meetings which were held twice a month was as follows:

1:00 - 1:30. Question period. Experienced teachers and inexperienced teachers in assigned groups of three.

1:30 - 1:45. General discussion period of questions felt to be of general interest.

1:45 - 2:15. Explanation of material or special method by member of group.

2:15 - 3:00. Material making and copying of ideas. Discussion with others. Once a month fill in Pupil Service Inventory.

A set of tentative plans was made for each meeting but teachers were encouraged to discuss matters pertinent to them at the time of each meeting.

Subjects discussed in the meetings were as follows:

Purpose of the study; grouping for reading; phonics; classroom control; provision for the slow learner in the regular classroom; taking inventory of skills taught; record keeping; report cards; the use of manuals; proper use of workbooks; retention; purposeful reading.

Techniques explained were as follows:

Multiple response. A technique by which all children are encouraged to respond to a given question through the use of response cards.

Paired practice in oral reading. Children read in pairs rather than waiting their turn in the reading circle.

Paired practice in written work. Pairs of equal or unequal ability work together depending on the purpose of the practice.

Materials and Ideas Shared:

A booklet entitled WHAT TO DO BEFORE THEY READ.

A Vowel-A-Day List

A phonics program prepared by a teacher in the Experimental Group

"Stocking box" games, word wheels, classification cards, practice exercises on letter names, and/or vocabulary, comprehension checks, ideas for teaching sequence, and practice in finding the main idea.

Guest Speakers:

Dr. Carlton Singleton spoke on the teaching of phonics and explained the program as presented in the American Education Publications Incorporated booklet.

At a second meeting Dr. Singleton discussed problems connected with first grade reading such as: Is this child performing up to grade level for his age? Is this child performing up to his potential? If this child is not performing up to his potential what is the school doing about it?

Mrs. Rose Sodel, a teacher in the Control Group, spoke on the plan she had developed for teaching creative sentence sense and organization of ideas.

Mr. William Moore, the school psychologist, discussed the slow learner and the need for teachers to try to help the child fulfill his expectation of learning to read even if it must be at a much slower pace than the average child.

Dr. Guy Bond, as head of the Cooperative Project, explained to the teachers how the information from the cooperative projects would be used to help the teaching of reading in first grade. Dr. Bond also gave suggestions concerning finding proper reading levels which the teachers found helpful.

Materials Duplicated with Permission:

Letter Practice Sheets - Dr. Donald Durrell,
Dr. Helen Murphy, Boston University,
Boston, Massachusetts

ANALYSES OF THE DATA AND FINDINGS

The Stanford Achievement Test Primary I Battery was one means used to determine to what extent, if any, pupils with the Experimental Group teachers differed from pupils of the Control Group teachers. The results follow.

STANFORD ACHIEVEMENT TEST: PRIMARY I BATTERY

Subtest	Control Group Mean	Control Group Standard Deviation	Control Group N	Experimental Group Mean	Experimental Group Standard Deviation	Experimental Group N	Difference Between Means	Degrees of Freedom	Two-tailed t-Test Value
Word Reading (Number Correct)	22.485	6.639	392	21.604	7.112	444	.881	834	1.844
Paragraph Meaning (Number Correct)	22.620	9.429	392	21.236	9.552	444	1.383	834	2.102*
Vocabulary (Number Correct)	22.878	6.685	392	21.588	6.590	444	1.290	834	2.805*
Spelling (Number Correct)	12.763	6.201	392	12.446	6.065	444	.317	834	.746
Word Study (Number Correct)	39.681	9.622	392	38.709	10.278	444	.972	834	1.405
			(392)			(444)			

* Significant at the .05 level of confidence or better.

A comparison of the subtests on the Stanford Achievement Tests showed a significant difference in favor of the Control Group in Paragraph Meaning and Vocabulary.

GATES PRIMARY TEST

A second measure of pupil achievement was secured through the use of the Gates Primary Reading Tests. These results follow.

Subtest	Control Group Mean	Control Group Standard Deviation	Control Group N	Experimental Group Mean	Experimental Group Standard Deviation	Experimental Group N	Difference Between Means	Degrees of Freedom	Two-tailed t-Test Value
PWR	3.176	.344	392	2.822	.888	444	.355	834	2.094*
PSR	2.906	.538	392	2.841	.658	444	.065	834	1.554
PPR	2.946	.743	392	2.880	.831	444	.066	834	1.211
Average Reading	2.903	.577	392	2.839	.697	444	.064	834	1.430
			(392)			(444)			

* Significant at the .05 level of confidence or better.

The Gates test results indicate a higher score for the Control Group children. The scores are significantly better in the subtest of Word Reading.

The results of the Pupil Service Inventory (Appendix, Pages 54 and 55) were tabulated and compared to find answers to the following question, number 1, Page 4.

1. Is there a difference in the two teacher groups in the extent to which they individualize instruction?

No teacher in either group reported using a program of individualized instruction as such. Following is a tabulation of the number of groups for instruction in reading reported by the teachers in each method.

CONTROL

Number of Groups Reported	Number of Teachers Reporting
1	1
3	2
4	12
5	2

EXPERIMENTAL

Number of Groups Reported	Number of Teachers Reporting
3	5
4	6
5	5
6	2

Since there was no significant difference in the number of groups, the answer to question 1, Page 4 is negative.

2. Is there a difference in the two teacher groups in the amount of time spent on the basal reading texts?

The average amount of time spent on basal reading (see Appendix, Pages 54 and 55) was recorded for each teacher and the amounts reported were averaged for Control and Experimental Groups. The average amount of time spent on basal reading instruction in both groups was 91 minutes per day. Therefore the answer to question 2, Page 4 is negative.

3. Is there a difference in the two teacher groups in the number of pupil changes from group to group for reading instruction?

On the Pupil Service Inventory, (Appendix D, Page 54 and 55) the teachers did not always record the names of the pupils in the groups so an accurate record of group changes could not be reliably assessed. Many teachers who spoke of the frequent changes they made failed to indicate such changes and therefore cannot be credited with changes.

However, the changes that were noted and were recorded are as follows:

CONTROL GROUP

Number of Changes	Number of Recording Changes
0	4
1	5
2	8

Experimental Group

Number of Changes	Number of Recording Changes
0	6
1	8
2	4

From the data that was recorded it can be seen that the Control Group shows more changes than the Experimental Group. Because the data was not reported by all teachers from both groups consistently, the answer to question 3, p. 4 is indeterminate.

4. Is there a difference in the two teacher groups in the amount of time spent in materials other than the basal reading texts?

The amount of time spent on other reading instruction was recorded by each teacher and the amounts were averaged for the Control and Experimental Groups. The average time reported for both groups was 30 minutes a day for instruction in materials other than the basal reading texts. Accordingly, the answer to question 4, p. 4 is negative.

Regarding question 5, p. 4, "Is there a difference in the control and experimental groups in the degree of confidence in the teacher's ability to teach reading claimed by individual teachers?"
The instrumentation to quantify "the degree of confidence" was too formidable a task to undertake within the scope of

this experiment. To do justice to the variable of teacher confidence would have required the development of an instrument to measure this very elusive variable objectively. Therefore we reluctantly face the practical reality that we could not put this question to the test.

RESULTS, IMPLICATIONS AND CONCLUSIONS:

1. Results of participation in the study:

   a. No significant differences were found in the total scores of the Gates Reading Tests and the Stanford Achievement Tests.

      On the Stanford Achievement Test a significant difference in favor of the Control Group was demonstrated in the Paragraph Meaning and Vocabulary subtests.

      A significant difference favored the Control Group on the Word Reading subtest of the Gates Primary Reading Tests. This is an unanticipated finding. While it can be argued that the experimental treatment contributed to teacher deterioration of quality while not improving it, the investigation would not embrace this conclusion. The same finding could obtain from other variables which were operating within the Control Group which could have accounted for the variance but which were not observed during the course of the experiment.

   b. Teachers in the Experimental Group, as evidenced from the Pupil Service Inventories, (Appendix D, p. 54

and p. 55), and consultant observations, used more materials designed for individual and paired practice than did teachers in the Control Group. The extent to which they individualized instruction - not practice materials - showed no difference.

c. No difference was apparent in the amount of time spent on the basal reading texts as indicated on the Pupil Service Inventories.

d. Some difference was apparent in the number of pupil changes from group to group for reading instruction as indicated on the Pupil Service Inventories in favor of Control Group I. A comparison of total scores on the final tests was made which showed that the pupils of those teachers who were tabulated as making frequent changes or some changes did significantly better on the final tests than those who indicated no change. This demonstrates that awareness of the needs of individual children and taking action to put the child in a position where he meets success and feels accepted increases learning ability.

e. No difference was apparent in the amount of time spent in instructional materials other than the basal reading texts as indicated on the Pupil Service Inventory (Appendix D, p. 54 and p. 55).

2. Implications

   a. Teachers and reading consultants should watch the individual children closely and be prepared to make frequent changes in grouping for instruction.

   b. The reading consultant must know what constitutes a good reading curriculum and supervise the teachers to see that they are in fact following the curriculum.

   c. The reading consultant must stimulate teachers to pay attention to specific needs; to be more clinically oriented in their approach to first grade reading.

   d. Practice for mastery needs explanation to new teachers. Independent practice at the instructional level provides reinforcement and is productive for bright and high average children. Independent practice for the low average and the slow learners needs to be at a level where they have some competence and can achieve success. In order to provide proper practice at the right level the teacher must take frequent inventories of progress. New teachers need help in knowing what to inventory.

   e. Permissiveness in a reading consultant is sometimes possible, but just as children need an established routine, so do teachers need to know on paper for frequent referral and through supervision, exactly what is expected of them in their teaching.

3. Conclusions:

   It would seem that one reading consultant can serve 18 teachers as well when meeting in a group situation as when

she meets them on a one-to-one basis. Although the results in the Control Group exceeded those in the Experimental Group by a small degree, a comparison of Gates Primary Reading Test scores showed that the experimental schools did better in the school year 1964-65 than they did in the school year 1963-64.

4. Implication for further research:

A future study using the same procedure would be carried on over a two-year period. During the first year of the study the teachers would be involved without measuring pupil achievement. It is thought that this might have produced a greater change as evidenced by the children's achievement. For the support of this hypothesis in a practical setting see a study by Carl Hovland, and reported by him in THE AMERICAN SOLDIER, (edited by Samuel Stouffer).[1] In this study, Hovland reports on the use of films for orienting soldiers going to a new country in the hope of changing attitudes.

Pre-tests and post-tests administered to a control group (not shown in the films) and to the experimental group shortly after exposure to the film orientation showed no change in attitude. The soldiers were tested again some time later and it was found that those who had been shown

[1]Quoted by Shirley A. Starr, Volume I, Chapter 9, page 465.

the films had in fact substantially changed their attitudes. This development of change after several months was called the "sleeper effect."

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The Appendix is complete, but because of revision in the in the body of the original the numbers that follow are not consecutive.

APPENDIX A

SELECTED TESTS USED DURING THE STUDY

PHONETICALLY REGULAR WORDS ORAL READING TEST

Child's Name_____Date_____

School_____Room_____Code Number_____

Examiner_____Number of words read correctly___

1. nap	16. walk
2. pen	17. haul
3. hid	18. jaw
4. job	19. soil
5. rug	20. joy
6. shade	21. frown
7. drive	22. trout
8. joke	23. term
9. mule	24. curl
10. plain	25. birch
11. hay	26. rare
12. keen	27. star
13. least	28. porch
14. loan	29. smooth
15. show	30. shook

Directions: Have pupil read words from one copy while examiner makes another copy. Do not give pupil a second chance but accept immediate self-correction. Let every student try the whole first column. If he gets two words correct from word number six on, let him try the whole second column.

KARLSEN PHONEMIC WORD TEST

Examiner's Copy

Directions:
1. Hand the PUPIL'S COPY to the pupil.
2. Say: "Read these words out loud."
3. Note the pupil's errors on this sheet.
4. Do not give the pupil a second chance, but accept immediate self-correction.
5. Continue until the child misses 5 consecutive words.
6. The score is the number of words pronounced correctly.

1. fit	14. gold	27. snowball
2. tap	15. freeze	28. thirteen
3. rod	16. chair	29. scare
4. get	17. mouth	30. sunshine
5. would	18. carry	31. gymnasium
6. mother	19. hope	32. join
7. down	20. beat	33. usual
8. age	21. loaf	34. zone
9. think	22. cowboy	35. teaspoon
10. long	23. furniture	36. monument
11. kind	24. page	37. senior
12. yard	25. push	38. flute
13. foot	26. huge	39. behave
		40. faucet

Child's name:_____Test date_____

Examiner: _____Birth date_____Age_____

GATES WORD PRONUNCIATION TEST

Examiner's Copy

Directions: Have the child read the words out loud. Tell him you would like him to read some words for you. If he fails the first time, ask him to try the word again. Continue until ten consecutive words have been missed. As the words become difficult, special care should be taken to encourage the child. The score is one point for each word correctly pronounced on the first trial, one-half point for each word correctly pronounced on the second trial. (Note 9½ correct would be scored as 10.)

1. so	14. about	27. conductor
2. we	15. paper	28. brightness
3. as	16. blind	29. intelligent
4. go	17. window	30. contrast
5. the	18. family	31. position
6. not	19. perhaps	32. profitable
7. how	20. plaster	33. irregular
8. may	21. passenger	34. schoolmaster
9. king	22. wander	35. lamentation
10. here	23. interest	36. community
11. grow	24. chocolate	37. satisfactory
12. late	25. dispute	38. illustrations
13. every	26. portion	39. superstition
		40. affectionate

Child's Name _____Test date_____

Examiner _____Birth date_____Age_____

TENTATIVE PLANS FOR FIRST GRADE MEETINGS

Time Schedule:

1:00 - 1:30 Question period. Experienced teachers and inexperienced in groups of 3 - 5.

1:30 - 1:45 List general questions on board or chart and discuss any which are general with whole group.

1:45 - 2:15 Explanation of material by member of group.

Coffee

2:15 - 3:00 Material making and copying.
Discussion in groups of choice.
Once a month fill in Service Inventory.

Suggested Topics:

October 6. How much writing should be done? Copying from board?
Grouping? How decided?
Lesson planning. Daily Teaching - Mrs. Ferrara.
Materials for teaching letter names and sounds.
Explanation of Reading Committee's booklet on What To Do Before They Read - Miss Gammerino.

Possibly inexperienced teachers could write questions with each other and/or experienced teachers which will be answered in later meetings.

October 20. Materials for extra word practice. How much reading to children? Book lists and sources of book lists.
Service Inventory.
Weekly Reader material on phonics - Dr. Singleton.
Low group instruction - what to do with very slow.

November 3. Planning a variety of activities - see teachers' manuals.
When should they have developed some independence in attacking new words? How much sight presentation? How much phonics?
Language experiences - correlation with speech, diction, and correct usage. - Dr. Joll.
Vowel practice. How soon? How? Commercial teacher-made materials.
What progress charts are being kept?

November 17. Ideas for keeping children (all) busy during time alloted to reading while teacher is busy with other groups. How are workbooks checked? Use of workbooks.
Service Inventory.

December 1. Ideas for paired practice - paired oral reading. Are all children reading?

December 15. Group placements (What levels)
The stand stills-how can you keep trying and not lose your courage? What other methods can you try?
Service Inventory.

January 5. Mid-year inventory. How to give? What to expect?

January 19. How to use information on inventory. Group changes.
Service Inventory.

February 2. When does creative writing start? Ideas, materials, etc.

February 16. How do you teach the blends? What practices are provided?
Vowel-a-Day for spelling.
Service Inventory.

March 2. How to develop a useful supplementary program and encourage wide reading at home and in spare time - Dr. Singleton.

March 16. How about SRA, American Book Reading Round Table, Easy-to-Read books - their uses - Mrs. Deveau.
Service Inventory.

April 2. Plateau people - i.e. those who have come to a stand still at any level. When is it time to worry?

April 16. What about those who have finished the basal reader? How do you avoid boring them? How do you check on accomplishment?
Service Inventory.

May 18. Evaluation Day - Question and answer period as at every meeting.

FIRST GRADE STUDY QUESTIONNAIRE

1. How many years have you taught first grade? _____ - _____ (Wallingford).

2a. Have you seen a value to the meetings held on released time? Yes No

2b. Would you explain your answer briefly. e.g. - a specific technique, device, or suggestion.

3. Which meetings were most helpful?

4. Was exchanging ideas, with the time and material to copy them an appreciable help?

5. What would you suggest for improving such a study?

COOPERATIVE RESEARCH PROJECT
PUPIL SERVICE INVENTORY

School_____ Teacher_____

Name of Group	Pupils' Names By Groups	Time		List Materials Used For Each Group for Other Reading Instruction. Name and/or Describe.
		Basal Reader	Other Direct Instruction	
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
	11.			
	12.			
	13.			
	14.			
	15.			
	16.			
	17.			
	18.			
	19.			
	20.			
	21.			
	22.			
	23.			
	24.			
	25.			

APPENDIX D,
PAGE 2

COOPERATIVE RESEARCH PROJECT

PUPIL SERVICE INVENTORY

School_____Teacher_____Date_____Number___

1. How many groups are your children divided into for reading instruction? _____

2. How much time did you spend today instructing each group in the basal reader or your regular program? Fill in on reverse side, please.

3. Which pupils in your room are in which group? On reverse side, please list names of pupils and designate the group each is in <u>from high to low</u>.

4. What other direct reading instruction did you give today? On reverse side, please fill in how much time was spent in this instruction and the materials used. Name or describe the materials.

THE DEVELOPMENT OF SENTENCE SENSE AND ORGANIZATION OF IDEAS

Prepared by Mrs. Rose Sodel

The work starts gradually. First the children are taught their letter names and how to write the letters of the alphabet. They are given much work with picture dictionaries and shown how to keep new words learned in their own dictionary. When all children are reading in the first pre-primer the teacher works with the whole class to write the Reading Story Report which is letter "a" under "I". It might read as follows:

Our book is MY LITTLE RED STORY BOOK.

It has 47 pages in it.

Our new story is WORK AND WORK.

It is on page 19.

The characters are Father, Betty, Tom, Susan, Mother and Pony.

NOTES FROM MRS. SODEL

I. Reading Story and Reading Book Reports

a. Reading Story Report

Our book is _____ _____ _____.
It has ____ pages in it.
Our new story is _____ _____ _____.
It is on page ___.
The characters are _____, _____, _____, _____, _____, _____.

b. Reading Story Report

My book title is _____.
The story is _____.
It is on page ___.
The character I liked was _____.
(Tell what the character did.)

c. Reading Story Report

What is the name of your story?
On what page is it?
Who is in the story?
What character did you like?
What did that character do?

d. Title

What is your reading story?
Who are the characters?
What happened first?
Which character did you like?
What did he do?
What happened at the end?

e. Title

What story will you tell about?
Who is in the story?
Where did the story happen?
Who was your favorite character?
What did the character do?
How did the story end?

f. Reading Story Report

What reading group are you in?
What story did you read?
What was the story about?
Where did it take place?
What happened first?
How did it end?

g. Reading Story Report

What is your reading group?
What story will you tell about?
What is the story about?
What happened first?
Tell another thing that happened.
How did the story end?

h. Reading Book Report

We have read _____ _____ _____.
It has _____ stories.
My favorite story is _____ _____ _____ _____.
It is on page ___.
It tells about _____, _____, _____, _____, and _____. (characters)

N.B. Succeeding Reading Book Reports may involve questions progressively more difficult. Outlines under Library Reports may be used for this purpose.

II. Library Reports - After some practice with Reading Stories - I go into this.

a. Library Reports

Where can we find books to read?
What is the first thing to do?
What do you do after you read a story?
What happens after you write a report?
What do you get for each report that you make?

b. Library Report

What is the name of your book?
What story did you read?
Who is in the story?
What character did you like?
What did that character do?

c. Library Report

Tell the name of the book.
Tell the story's name.
Whom did you like in the story?
Why did you like that character?
What did the character do?
How did the story end?

d. Book Report

What is the name of your book?
How much of the book did you read?
What is the title of the story you will tell about?
What is that story about?
Tell about the part you liked best.

Award a different colored star for books from: School, Home, Big Library.

III. Stories about Pictures

a. Title

What special day is it?
Who are in the story?
What happened before this picture?
What is happening in the picture?
What happened next?

b.

Tell how the story began.
Name the characters, and tell where they are.
What are they doing?
Tell two things they did next.
How did the story end?
(Read over your story. Make up a good title.)

c.

Tell something about the day of the story.
Tell something about where the characters are.
Tell who is in the story and what they are doing.
How did the story end?
(Read over your story. Give it a title.)

IV. Social Studies

a. <u>The Milkman</u>

Who is the man?
Tell what he does.
How does he do his job?
Where does he get his milk?
How does the farmer get milk?
Tell about some things made from milk.
Why should we drink milk?

Words: delivers, cheese, butter, ice cream, healthy, grow, strong, vitamins

b. <u>The Policeman</u>

Who is this friend?
Tell <u>two</u> things he can do for you.
What do we watch on a policeman?
What do we listen for?
Why should we watch and listen?

Words: cross streets, lost, safe, hands, whistle

c. <u>The Fireman</u>

Who is this helper?
What does he do for us?
How does he know when to come?
Tell how he gets to the fire.
How does he put the fire out?
What are some of the things he uses?
When does he go back to the station?

Words: alarm, engine, ladder, hose, rubber boots, pump, hydrant

d. <u>The Postman</u>

Tell who this man is.
How does he help us?
How does he do his job?
From where does he get the mail?
How do letters get to the post office?
What must you remember when you mail a letter?

Words: delivers, address, stamp, envelope

e. Our Town Helpers

Name four men who help us.
Which one do you think has the hardest job?
Why do you think so?
Which job would you choose?
Why would you choose it?

V. Social Studies - Circus Unit

a. Title?

What comes in the spring that is fun?
How do they show people what is in a circus?
Make three sentences naming three different kinds of circus animals.
Tell about some of the circus people.

b. Title?

In what do they usually have a circus?
What is the big tent called?
When do they put on the Big Top?
Who helps put it up?
Where can they put up a Big Top?
Why do you like the Big Top?

c. Title?

Who is the funny man in the circus?
What does he do to himself to look funny?
Tell two funny things clowns can do.
Why do you like clowns?

d. Title?

Who do tricks in a circus?
Tell 3 sentences about what they do tricks on.
Which acrobats do you like best?
Why do you like them?

3. Title?

Tell about the three kinds of animals in a circus.
Tell the name of one animal.
Tell about something he does in a circus.
Tell another name of a different one.
Tell what he does.
Do the same thing about one more kind of circus animal.

During the first weeks of the school year until the pupils have been taught to write the letters of the alphabet it is advisable to have seatwork prepared which requires little or no writing.

Use the suggested activities arranged on duplicating materials, the board, wall charts, or pocket charts to add variety to the practice needed to acquire the beginning skills.

THE FIRST GRADE COMMITTEE
of the
READING CURRICULUM COMMITTEE

Chairman: Helen Gammerino
Betty Crowley
Margaret Harrigan
Ruth Hickman

TABLE OF CONTENTS

I. Likenesses and Differences

A. Direction

B. Size

C. Shape

D. Missing Parts

E. Color

II. Classification

A. Picture

B. Picture and Words

C. Words

III. Manual Skills

A. Sequence

1. Number

2. Letters

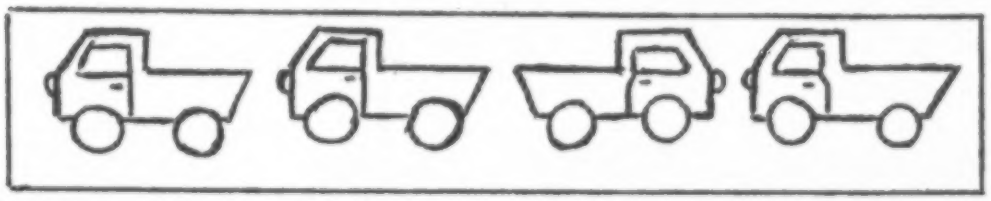
B. Matching

C. Color Words

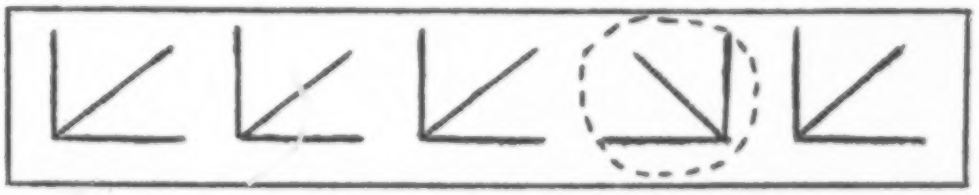
I. Likenesses and Differences

A. Direction

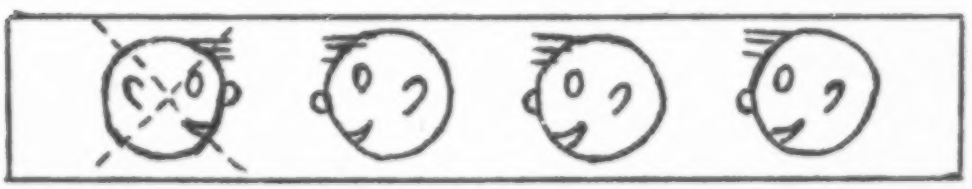
1. Arrange several rows of four pictures showing children, animals, or vehicles in action--three moving one way and the fourth going the opposite way. Pictures showing motion in the same direction are to be colored; others not.



2. Draw a row of diagrams similar to letters, showing a left or right direction. Circle the one that is different.



3. Use pictures which have direction other than motion such as: three heads facing left and one facing right; three shoes heading one way and one shoe not; three out of four animals facing the same way; or three out of four boys with kites on the same side of them. Put a cross on the one that is different.

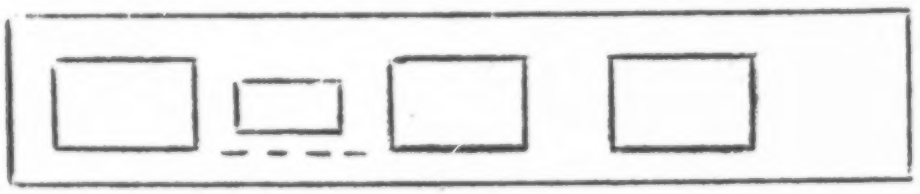


B. Size

1. Distribute patterns of circles, triangles or squares in various sizes. Instruct the child to trace the objects on colored paper; cut them out and paste them in order of size on poster or work paper.

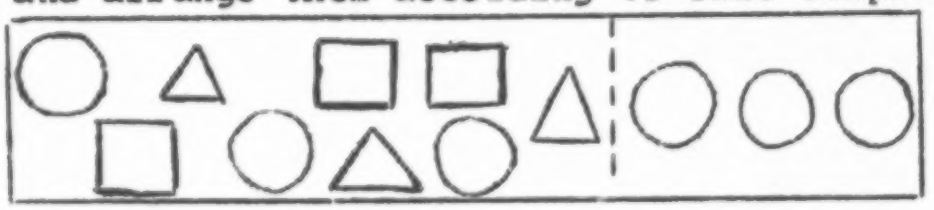
2. For a more permanent activity, have each child make a set of assorted shapes, using various colors and sizes. Have an individual pocket chart for arranging the pieces at various times according to any of the foregoing categories.

3. Make simple outline drawings of objects. Have three of one size and one larger or smaller. Color the pictures, cut them out and paste them on another sheet. Keep them in rows and underline the one that is different.

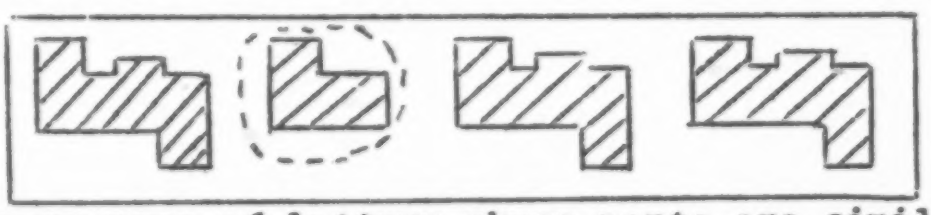


C. Shape

1. Distribute patterns of different shapes. Have child trace shapes on colored paper, cut them out and arrange them according to same shapes.



2. Make blocked shapes from names of story book characters: Susan, Tom, Betty and Flip. Have child cross hatch shapes and then circle the one that is different. Or make the same shapes with broken lines to be traced and then circle the one that is different.



3. Arrange rows of letters whose parts are similar in shape. Have the child put a circle around the one that is different.

B	P	B	B	B	B
E	E	E	F	E	E

4. Put words in rows with three that are alike and one that is different. Start with words that have a major difference in shape and work toward those with subtle variations.

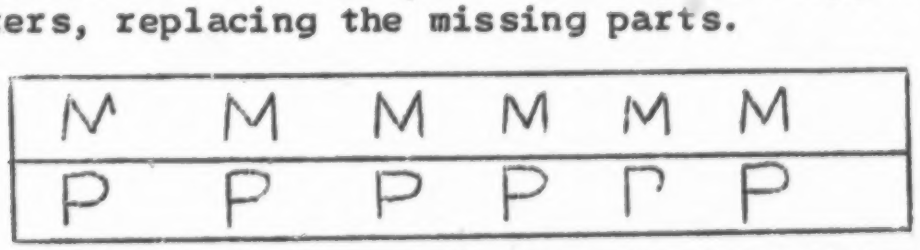
Torn	Betty	Torn	Torn
ride	ride	red	ride

D. Missing Parts

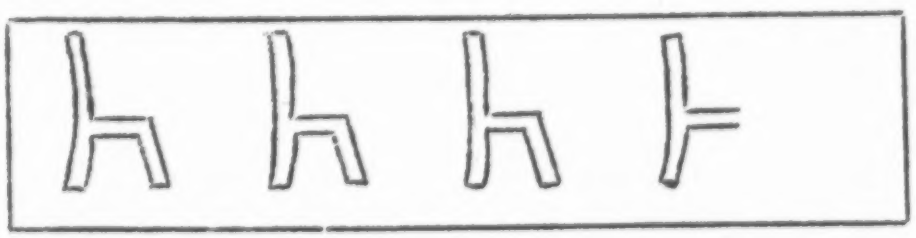
1. Cut from magazines pictures containing objects with balanced detail and mount them on oaktag. At several spots cut out a piece that shows one leg of a chair, one leg of a table, one wheel of a car, etc. Mount the miscellaneous pieces on oaktag also. Have the child replace the missing parts in the picture.

2. Arrange animal pictures in rows. One animal in each row has a part of his body missing. For example: four kittens with one minus a foot; four rabbits, one minus an ear. Have the child mark the picture that is different and color all of them.

3. When manual skills are sufficiently established, write rows of letters on the board. Have one letter in each row with a part missing. Ask the child to find the part missing and copy the letters, replacing the missing parts.



4. Make rows of simple outline drawings of objects with a part missing in one picture in each row. Have the children find the picture with the missing part and add the part so all pictures will be alike.

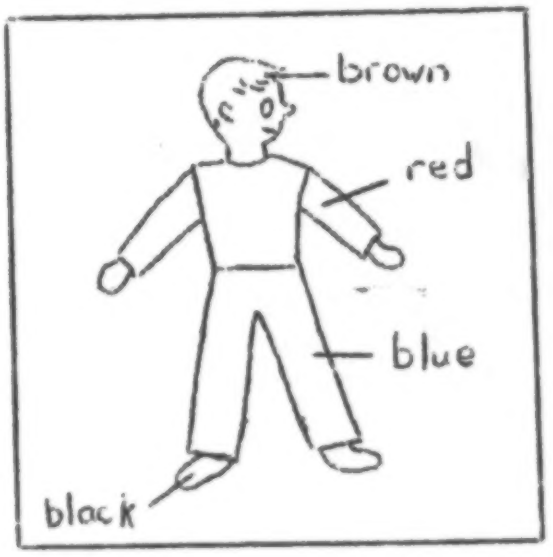


E. Color

1. Put some geometric shapes on the board. Color three shapes alike and one differently. Have the child copy the row of shapes so that all the four shapes will look just like the three that are alike. Or, have the child copy the row of shapes as he sees them on the board and then mark the one that is different.

2. Arrange sheets of simple outline drawings. Duplicate the drawings on the board and color them with three alike and one that is different. Have the child color his sheet like the board and then mark the one that is different.

   This could become more involved by using several colors in each picture.



II. Classification

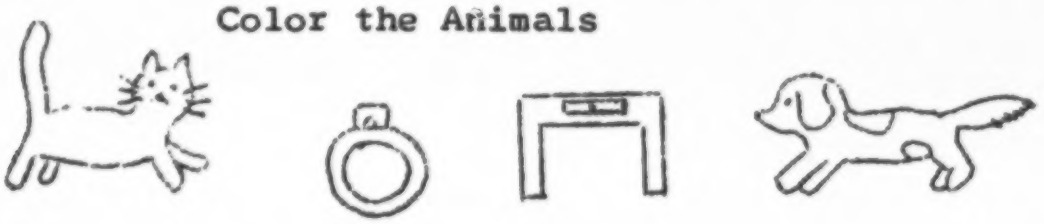
Objects to be classified should be familiar to the child, and related to his own experiences.

Cutting specified pictures from magazines or from mimeographed sheets and pasting them under proper headings is the first concrete step toward introducing classification.

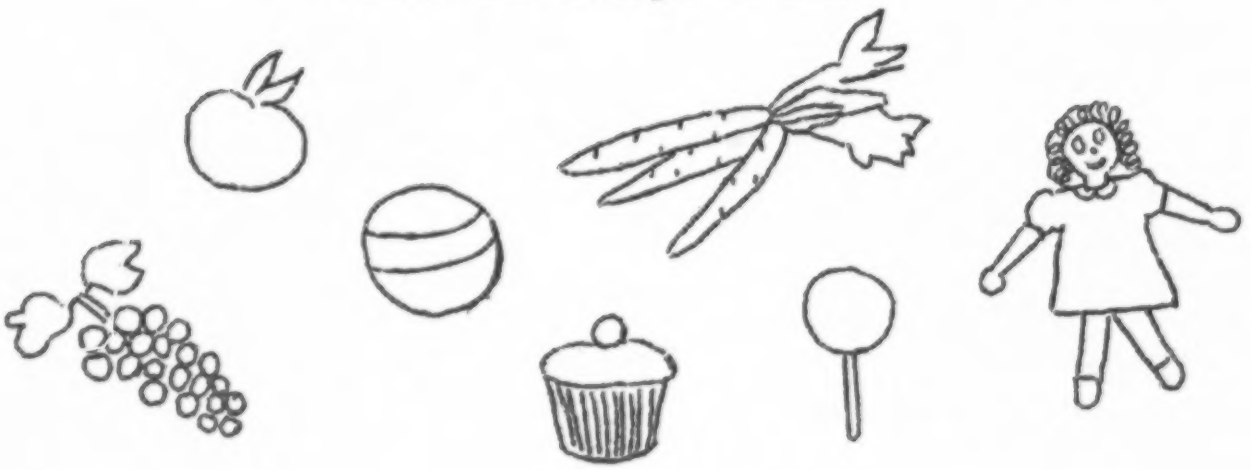
A. Picture

Girls' Clothes	Boys' Clothes
Fruits	Vegetables
Summer Clothes	Winter Clothes

Color the Animals



Color the Things to Eat



CUT AND PASTE

Things Found Inside the House

Things Found Outside the House

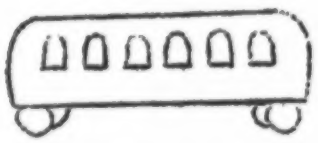
Things Found in the Kitchen

Things Found in the Bedroom

Classification can involve advanced work by combining the name of the object with the picture and then classifying them . . . cut and paste.

B. Combining Pictures

Ways to Travel



train

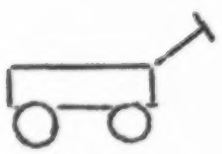
glasses

car

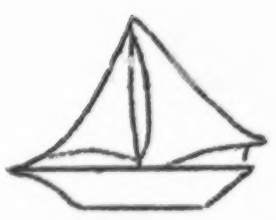
house

tree

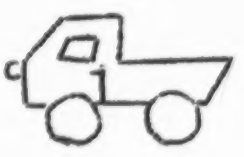
chair



wagon



boat



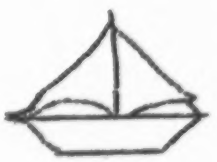
truck

Beach Toys

ball

top

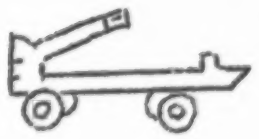
Home Toys



boat

pail

hammer



roller skate

piano

shovel

The next step of increasing difficulty could be the classification of word lists in their proper categories.

C. Words

1. Circle the things found in a bakery:

cake	trees	pie
bread	table	muffins
rolls	cookies	chair
train	paint	lamp

2. Underline things that make noise:

bird	chair	cake
bee	cat	cap
frog	dog	fish
book	lion	doll

3. Put an "X" on breakfast foods. Circle the supper foods.

cereal	toast	spinach
soup	steak	orange
potato	eggs	cake

4. Circle the things we use to keep us neat and clean.

towel	truck	washcloth
soap	toothbrush	bathtub
doll	comb	book
boat	airplane	shower

5. Underline the things found in a hardware store.

saw	coat	ice cream
hat	pliers	hammer
paint	screw driver	flower
dress	nails	chair

III. Manual Skills

A. Sequence

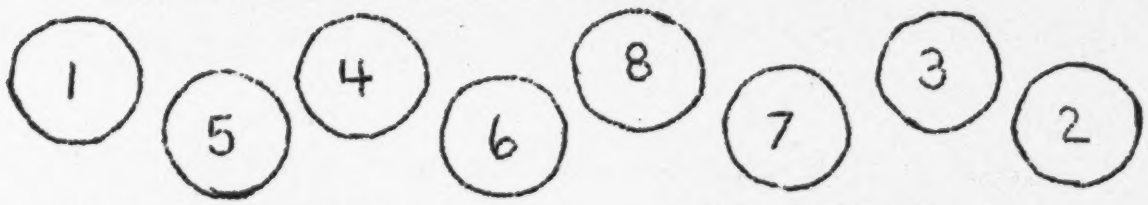
1. Number

a. Make a mimeograph with boxes, having a different number written in each. Color each box according to the directions below the boxes.

1	4	3	2	1	4
5	3	6	3	4	1
3	2	5	4	6	3

Color all the 1's blue.
Color all the 2's yellow.
Color all the 3's red.
Color all the 4's orange.
Color all the 5's black.
Color all the 6's purple.

b. Make eight circles. Number the circles. Color each circle according to the directions written below the circles.



1 color red
2 color blue
3 color yellow
4 color green
5 color orange
6 color black
7 color purple
8 color brown

c. The number in the box at the left tells how many pictures to make in that row. Color all the pictures.

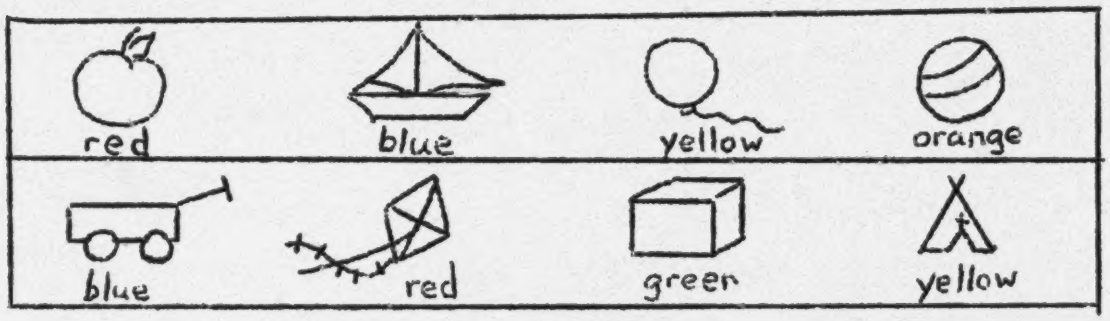
3	
4	
5	

*

*Letters under Sequence follows B 2

B. Matching

1. Make a mimeograph showing several different pictures with color words printed under each picture. Match the color word under the picture with the same color word on the chart. Color all the pictures.

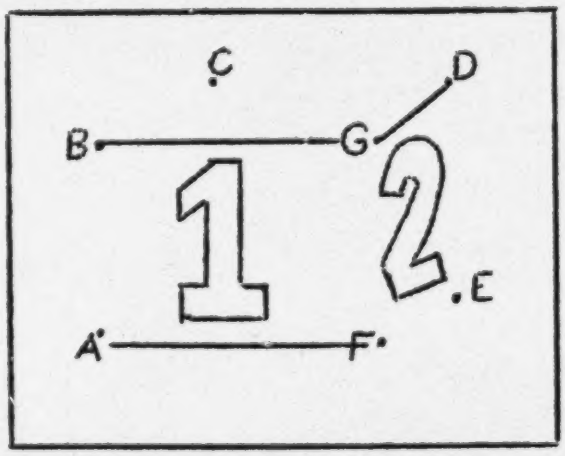


2. Make a mimeograph showing any number of pictures. Each picture is to have a color word printed below it. At the bottom of the page make boxes containing color words. Instruct the children to color the pictures as indicated by the color words. Then, cut out the boxes and paste the corresponding color label under the picture.

A. Sequence

2. Letters

a. Make simple objects on a mimeograph using a dot-to-dot technique. Use letters so the dots can be connected by lines to form the desired shape of the object.



C. Color Words

1. Mimeograph rows of color words. Draw a ring around each word using the color which the word indicates.

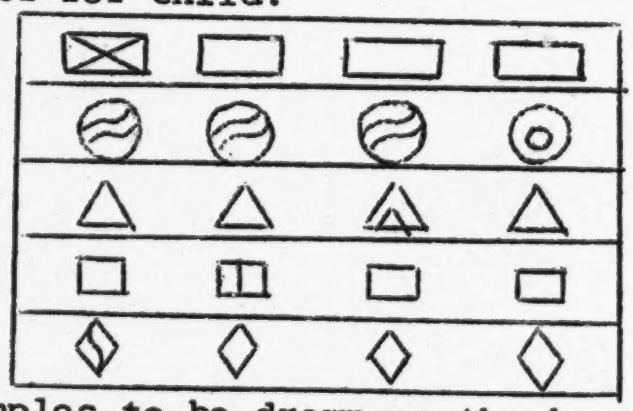
green	blue	red
white	orange	blue
orange	green	red
black	brown	yellow

2. Mimeograph rows of boxes with a color word written in each. Color each box as the word indicates.

red	yellow	blue	green
blue	black	green	white
orange	brown	red	blue

3. Make a mimeograph showing several rows of pictures. Have four pictures in each row: three alike; one different. The teacher writes the directions for coloring on the board.

Paper for child:



4. Examples to be drawn on the board by the teacher:

color green

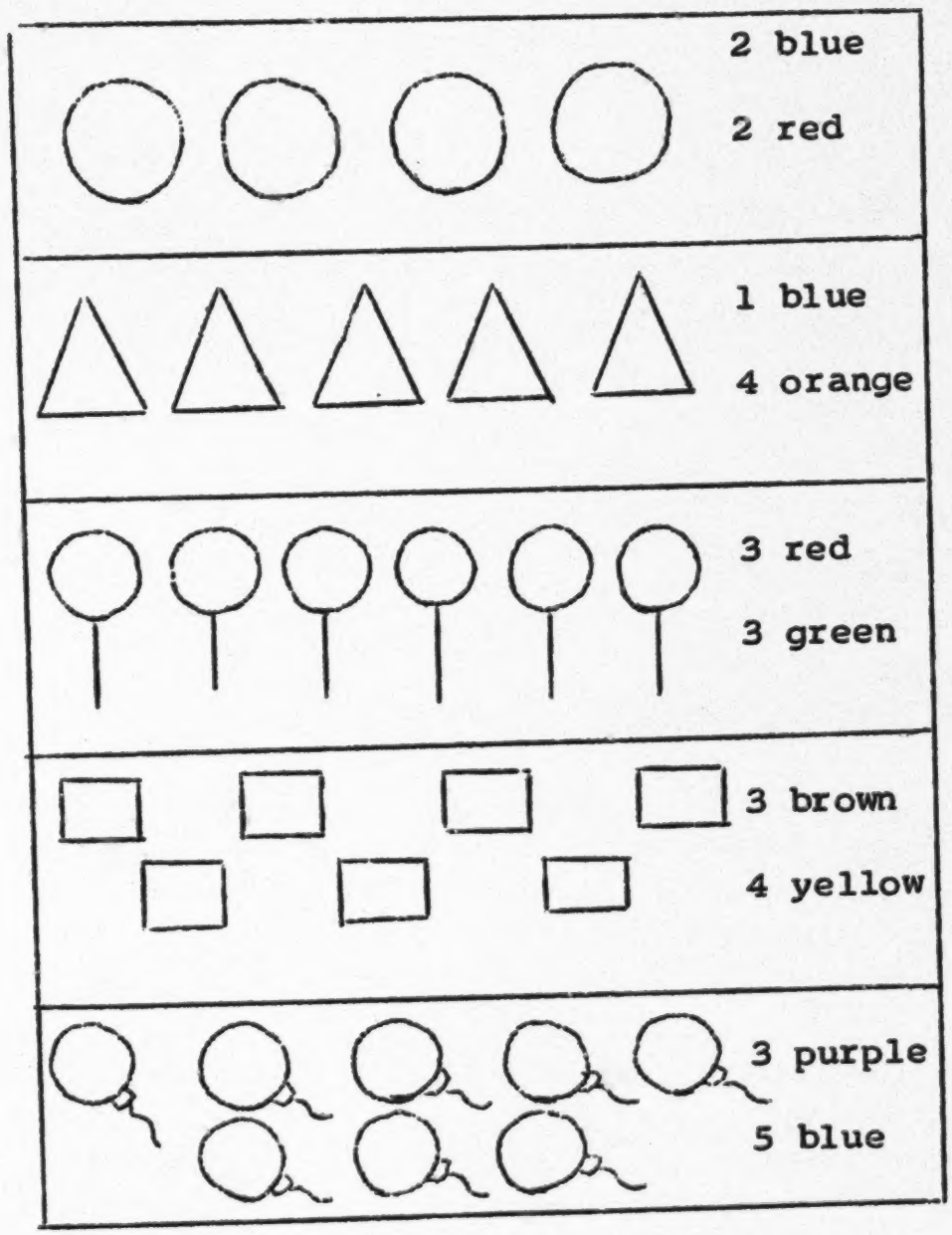
color yellow

color blue

color red

color orange

5. For a similar activity, the directions may be written in the box to the right of the row.



ONE-A-DAY VOWEL PLAN

Purpose: To give practice on beginning and ending consonants.

Directions: Have the children write the vowel of the day in a column. Example: Say, "Write six a's on your paper, one under the other." (The emphasis is on beginning and ending sounds.)

Teacher dictates the six words and corrects at once. Tell the child the sound he should have heard and the letter he should have written if he has made a mistake.

First day	Second Day	Third Day	Fourth Day	Fifth Day
can	web	vim	cob	rug
sat	led	fit	doll	dull
rag	leg	wig	log	fun
cap	men	his	top	bus
gas	bell	sip	hot	mug
ear	den	win	fog	fur

List 2

Monday	Tuesday	Wednesday	Thursday	Friday
clap	sled	trip	clod	drum
slat	fret	crib	smog	fluff
brad	tree	twig	spot	slum
tram	smell	drip	blob	snug
flag	dress	grit	plot	scrub
plan	bless	swim	frog	shut

Caution: This is planned to insure mastery of beginning and ending consonant sounds for all pupils (yes, even the lowest!) Do not begin this list if there are any failures with the first list. One mistake is not a failure. If you had failures make other 3 letter lists of your own and continue with them until all children get at least 80%.

List 3

Monday	Tuesday	Wednesday	Thursday	Friday
pad	shed	slit	stop	hush
drag	sled	drip	sob	but
slam	stem	wish	shot	hug
wash	rest	fist	drop	cut
sash	fed	shop	lost	slush
slap	best	slip	slot	dust

List 4

slam	test	twin	gold	gum
crash	* shell	slim	slosh	truck
past	step	brim	frost	mush
cash	pest	grip	blot	plum
wham	fret	crisp	pod	stuff
that	them	shin	hock	club

*shell has double L

List 5

spat	test	sit	not	run
fan	red	tin	dot	fun
had	bet	din	log	nut
*was	wet	bin	frog	tug
gas	den	wig	hot	bun
lap	leg	fit	**doll	hum

*tell s sound of s
**double letters

(1)

f l a g

m o o n

b o a t

k i t e

(2)

s t a r

b i k e

b e l l

t e n t

(3)

l e a f

b a l l

c h a i r

b i b

(4)

l a m b

b e a r

c o n e

m i l k

(5)

p a i l

c u p

j a r

v a s e

(6)

p a n

d r u m

b o x

w h e e l

(7)

j u g

s t o v e

d o o r

d i s h

(8)

w a t c h

s h o v e l

d o g

d e s k

(9)

glass

chimney

owl

zipper

(10)

key

wagon

glove

monkey

(11)

book

button

egg

face

(12)

box

feather

bird

gate

(13)

tree

mouse

cane

pony

(14)

jam

belt

nose

pear

(15)

paddle

apple

queen

knot

(16)

balloon

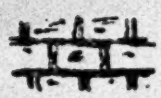
pencil

rake

shoe

(17)

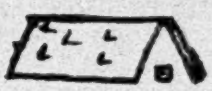
p i l l o w


b r i c k s

s a u c e r

b a n a n a

(18)


r o o f

b u c k l e

n e e d l e

a p r o n

(19)

b a r r e l

s a n d w i c h

o n i o n

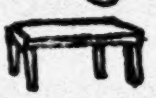
t h u m b

(20)

c a b b a g e

p o t a t o

b u t t e r f l y


t a b l e

(21)

b a s e b a l l

c i r c l e

t o w e l

s k i r t

(22)

c u r t a i n

w h a l e

t r i c y c l e

h o o k

(23)

c l o c k

a l l i g a t o r

s i n k

t u r t l e

(24)

a i r p l a n e

b o w l

c a r t

t u r k e y

(25)

n e s t

r a t

s h i r t

a c o r n

(26)

p e a s

r i n g

s m i l e

b a s k e t

(27)

p i e

s a i l

b a r n

c a k e

(28)

p i g

r u b b e r s

s n a k e

b r e a d

(29)

p i p e

s c o o t e r

b a b y

c h i c k e n

(30)

p u m p k i n

s e e s a w

b a t h t u b

f e n c e

(31)

r a b b i t

s o f a

b o t t l e

b r o o m

(32)

r a d i o

s h e l l

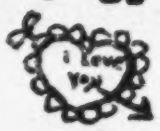
b r i d g e

d r e s s

(33)

horn

lion


valentine

tail

(34)

hammer

man

window

telephone

(35)

grapes

camel

thimble

sun

(36)

iron

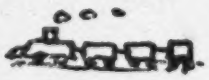
head

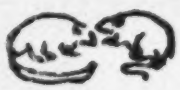
toaster

swing

(37)

ladder


train


mice

hoe

(38)

lamp

truck

clown

ear

(39)

finger

hat

umbrella

candle

(40)

typewriter

vine

coat

football

(57)

skate

foot

branch

mattress

(58)

skunk

fork

orange

mitten

(59)

rainbow

stockings

scissors

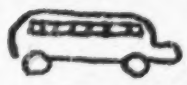
bug

(60)

wreath

crayon

tiger


bus

(61)

television

twins

jacket

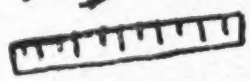
rose

(62)

watermelon

toad

parrot


ruler

(63)

cradle

letter

jet

giraffe

(64)

rooster

match

fan

zebra